# Khmer (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Folio

This year students completed four summative assessment tasks: one oral interaction task, two text analysis tasks, and one text production task.

The more successful responses commonly:

* discussed in depth the contemporary issue investigated and included an evaluation
* included discussion on the positive and negative aspects of the issue and suggested improvements
* reflected on the researched information and used this information effectively
* analysed the researched information and personalised responses.

The less successful responses commonly:

* provided limited relevant information relating to the task
* demonstrated limited evidence of evaluation.

Teachers need to ensure that videos, songs, or articles that are used, allow students to highlight a contemporary issue which can be related to and discussed from a student’s local, community perspective.

Assessment Type **2:** In-depth Study

In this assessment type, students choose one topic from the prescribed themes set out in the subject outline: The Khmer-speaking Communities or the Changing World. The most popular topics chosen were:

* Temples in Cambodia
* Political regimes in Cambodia
* History of Khmer Krom
* Khmer music and dance
* Khmer festivals.

The more successful responses commonly:

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
* delivered an oral presentation that was natural and not over-rehearsed, and included strategies, such as rhetorical questions, to engage the audience, as well as using appropriate humour
* displayed evidence in the reflection of thorough analysis of the topic, as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* often used formulaic and repetitive responses with limited vocabulary
* frequently paused for extended periods of time when speaking, and presented information orally with limited fluency and correct pronunciation.

# External Assessment

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

Students generally performed very well in the oral examination, interacting with the examiners about their personal world, experiences, impressions, opinions and their In-depth study topics.

The more successful responses commonly:

* included an extensive amount of detail about the student’s personal world — their life, family, friends, education, interests and aspirations
* communicated clearly and fluently
* were able to reflect in depth on the topic(s) discussed
* demonstrated a sound understanding of the questions asked and, if uncertain, were able to ask clarifying questions in Khmer
* used a wide variety of vocabulary, linguistic structures, and correct pronunciation
* provided concrete examples to support ideas and opinions e.g. facts and statistics identified from the breadth of research.

The less successful responses commonly:

* used formulaic and short, limited responses only, limiting the natural flow of conversation
* demonstrated a limited ability to discuss their in-depth study topic
* included basic grammatical and pronunciation errors.

Written Examination

Almost all students attempted to answer all questions in all sections of the examination. Most students demonstrated skills in comprehending, analysing, and identifying the relevant details when responding to texts. As general advice, students are reminded to focus on reading the questions carefully and analysing the content and, if appropriate, providing more than one specific example from the text(s). Students are also reminded to write legibly.

**Section 1: Listening and Responding – Part A**

Responses in English

Question 1

The more successful responses commonly:

* identified the word 'Mark Vear' (which refers to the wife of the caller in Khmer), as evidence that the caller is leaving a message for his wife.

Question 2

The more successful responses commonly:

* displayed a comprehensive understanding of how Rattana uses language to show respect for his teacher
* supported the answers with relevant examples from the text
* fully identified what Rattana will do in Brisbane.

The less successful responses commonly:

* displayed a limited understanding of how Rattana uses language to show respect for his teacher
* supported the answers with incorrect or limited examples from the text.

Question 3

The more successful responses commonly:

* provided a comprehensive and correct description of the relationship between the two speakers
* supported answers with relevant examples from the text
* displayed comprehensive understanding of why Chanty is lucky.

The less successful responses commonly:

* described the relationship between the two speakers with limited justification
* provided limited examples from the text to support the answers.

**Section 1: Listening and Responding – Part B**

Responses in Khmer

Question 4

The more successful responses commonly:

* fully identified what is likely to attract people to study at the University of Bayon.

The less successful responses commonly:

* provided partial responses with limited relevance.

Question 5

The more successful responses commonly:

* comprehensively discussed the reasons why Bunrath is happy living in Australia
* used correct and substantial evidence from the text to justify answers.

The less successful responses commonly:

* provided responses that were not relevant to the question
* provided limited examples from the text to support the answers.

Question 6

The more successful responses commonly:

* used correct and substantial evidence from the text to justify answers
* comprehensively described the special relationship between the dancing students and their dance teacher.

The less successful responses commonly:

* demonstrated little or no understanding of the special relationship between the dancing students and their dance teacher
* provided limited examples from the text to support answers.

**Section 2: Reading and Responding – Part A**

Responses in English

Question 7(a)

The more successful responses commonly:

* correctly identified that the text is a film review
* displayed evidence of comprehensive understanding of the features of a film review
* supported the answer with relevant examples from the text.

The less successful responses commonly:

* incorrectly identified the text type
* displayed evidence of limited understanding of the features of a film review
* supported the answer with incorrect or limited examples from the text.

Question 7(b)

The more successful responses commonly:

* provided a comprehensive and correct explanation of the meaning of the title of the text
* provided highly appropriate evidence from the text to support the answer.

The less successful responses commonly:

* explained the meaning of the story rather than the title of the text
* partially explained the meaning of the title of the text
* supported the answer with incorrect or limited examples from the text.

Question 8

The more successful responses commonly:

* provided a comprehensive comparison of the views of the authors of Text 7 and Text 8
* used correct and substantial evidence from the texts to justify answers.

The less successful responses commonly:

* described the content of both texts rather than comparing the views of the authors
* provided a limited or incorrect comparison of the views of the authors
* provided limited or no supporting evidence from the texts to complement the answer.

**Section 2: Reading and Responding – Part B**

Response in Khmer

Question 9

The more successful responses commonly:

* responded appropriately to all of the key points raised in the stimulus text
* manipulated language authentically and creatively to meet the requirements of the task
* linked ideas together effectively
* organised information and ideas logically and in accordance with the required text type conventions (writing an email to a cousin living in Cambodia)
* conveyed the message culturally appropriately.

The less successful responses commonly:

* included an introduction that was too long, limiting the content that could be included in the body of the email
* responded using general knowledge rather than the information presented in the stimulus text
* repeated ideas from the text without expanding on them or conveying a personal point of view
* displayed limited accuracy in grammar, spelling and vocabulary
* produced the wrong text type - an informal letter rather than an email
* addressed the wrong person.

**Section 3: Writing in Khmer**

The most popular question was Question 12, which was selected by 75% of the students, followed by Question 11, which was selected by 23% of the students. Only 2% of the students selected Question 10.

*Some common errors included:*

* use of incorrect text type conventions
* spelling mistakes​ on the very common words, for example: សួស្តី សួរស្តី អ្នក នាក់ ​etc.
* incorrect use of vocabulary, for example: ពី ពីរ និង នឹង ដែរ ដែល នៅ នូវ ដែរ ផងដែរ etc.
* incorrect use of punctuation.

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information and ideas
* showed evidence of an extensive range of vocabulary and sentence structures
* manipulated language authentically and creatively
* sequenced and structured ideas and information coherently and effectively.

The less successful responses commonly:

* demonstrated some difficulty in creating ideas for the imaginary story writing
* used a limited range of vocabulary and sentence structures.